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ABSTRACT

This handbook for librarians and adult basic education (ABE) teachers examines existing and potential library-literacy connections. Chapter I discusses methods and criteria for selecting and evaluating books for new readers. Both readability levels and the quality of books are considered. The second chapter examines the library's general collection to find a whole range of materials that can help adult students at all levels from beginning reading through high school equivalency. It acquaints librarians and ABE teachers with the skills that adult new readers must master, the techniques and materials used to teach those skills, and the kinds of materials any public library will have on hand to help new readers develop those skills. Chapter III discusses questions and concerns relating to special collections for ABE students, including organization and kinds of materials. Chapter IV suggests ways public libraries and ABE programs can work together to motivate students to use the public library. A process model for library-ABE cooperation is offered. Appendixes include sources of materials for adult new readers, a classification scheme and evaluation forms for adult new reader materials, a selected bibliography from the general collection, and a bibliography of suggested readings. (YLB)

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THE LIBRARY LITERACY CONNECTION

using library resources with adult basic education students

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by Marguerite Crowley Weibel

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The Adult New Reader Logo which appears on the front cover and throughout this handbook was adopted by the Ohio Library Association's Task Force on Services to Adult New Readers. It is the hope of the Task Force that this logo will be adopted by public libraries throughout Ohio to advertise their collections of books and materials for Adult Basic Education students and adult new readers.

The Adult Education Logo which also appears on the front cover has been adapted by many local and state education agencies in the United States. It represents the message and the hope that many adults, regardless of age or background, are capable learners and can use adult education programs to help build a better future for themselves and their families.

THE LIBRARY LITERACY CONNECTION

Using Library Resources With Adult Basic Education Students

by
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and Franklin County

Sponsored by
The Ohio Department
of Education
and
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INTRODUCTION

Libraries and Adult Basic Education (ABE) programs must be partners in a community's efforts to reduce illiteracy among its adult population. Working together, libraries and ABE programs can support and supplement each other's programs and greatly enhance the learning opportunities available to the undereducated adults they seek to serve.

In one-to-one tutoring sessions, in learning labs, and in ABE classrooms, many adult students are learning to read for the first time or learning to improve inadequate reading skills. As students learn the basic skills necessary for mature, independent reading, teachers search for materials and teaching strategies that will offer their students many opportunities to practice those skills by reading informative or entertaining materials of adult interest written at easy reading levels.

The public library — any public library — has such materials. Some libraries have developed special collections of materials for adult new readers; others are planning to do so. But even those libraries which don't have special collections will contain many books that can be used by ABE students or adapted to their use by teachers and tutors.

It is the purpose of this handbook to examine existing and potential library-literacy connections. Chapter I discusses methods and criteria for selecting and evaluating books for new readers. The second chapter, and this is really the heart of the book, examines the library's general collection to find a whole range of materials that can help adult students at all levels from beginning reading through high school equivalency. Chapter III discusses questions and concerns relating to special collections for ABE students. Finally, in the fourth chapter, we will suggest several ways public libraries and ABE programs can work together to motivate students to use the public library.

Discussions and recommendations in this book pertain to teachers, tutors, and students working in community-based literacy programs as well as public school ABE programs. Librarians generally refer to basic education students and literacy students as adult new readers and these terms are used interchangeably throughout the handbook. As described by Helen Lyman, an adult new reader is one who is somewhere on a continuum "from beginning literacy to an increasingly mature use of print."[1] Thus our discussion encompasses students who are totally illiterate, those who are striving to become functionally literate, and those who are working to develop the skills necessary to pass a General Educational Development test (GED) or gain entrance into higher education programs. It also includes students who are learning to read and speak English as a Second Language (ESL).

All who have worked on this handbook hope it will contribute to the ongoing dialogue between adult educators and public librarians in Ohio.

[1] Helen Huguenor Lyman, Reading and the Adult New Reader (Chicago: American Library Association, 1976), p.21.

SELECTING AND EVALUATING LIBRARY MATERIALS FOR ADULT BASIC EDUCATION STUDENTS

Selecting and evaluating library materials for adult basic education students involves both objective measures and subjective judgment. With limited but acceptable reliability, librarians and ABE teachers can use readability formulas to determine the relative difficulty of printed materials. Assigning a level of reading difficulty to a particular book, however, actually tells you very little about that book. It is equally important to judge the quality of a book and its relevance to the needs and interests of particular students in order to assess its value to an ABE collection. The procedures and criteria suggested in this chapter will help librarians and ABE teachers evaluate not only the readability levels but also the quality of books considered for use with new readers. This evaluation procedure can be used to judge books and materials from the library's general collection as well as those specifically designed to serve new readers.

ESTABLISHING READABILITY

Readability Formulas

Several readability formulas have been developed to determine reading grade levels for books and printed materials. These formulas should always be used with some discretion, however. Readability formulas measure quantitative elements such as sentence length and word length. But they cannot measure the tone and style of the writing, the quality of the illustrations and other features of the text, the presence of elements such as rhyme and repetition which enhance readability, and the many factors which determine not only the reader's ability to comprehend the message of a particular book, but also his interest in that book.

The use of readability formulas also tends to limit a student's choice of reading material. Too often, tutors, students, and librarians assume that new readers can read only those books judged to be suitable for the grade level they scored on a reading test. This is not always the case, however. Students can often read books written well above their tested reading levels if they are interested in learning about the particular subject or already knowledgeable about it. Finally, most readability formulas have a margin of error of approximately one grade level.

Aware of these limitations, teachers and librarians can use readability formulas as a guide to establishing the readability of books for new readers. One of the simplest and most commonly used readability formulas for adult new reader materials is the Gunning-Fog Index, which is outlined below. Some points of discretion that the evaluator might consider applying to the formula to allow greater flexibility are also suggested.

GUNNING-FOG INDEX

1. Select three 100-word samples. Choose one near the beginning, although not the opening paragraph, one in the middle, and one near the end. (A variation: I usually count to the end of the sentence closest to the 100th word, so I may have 98 words, 102 words, etc.)

2. Count the number of sentences in each 100-word sample. Determine the average sentence length by dividing the number of words by the number of complete sentences.

3. Count the number of words with three or more syllables to determine the number of "hard" words. Do not count proper nouns, easy compound words, or verb forms in which the tense ending forms the third syllable.

4. Add the number of hard words to the average sentence length, then multiply this sum by .4. The resulting product is the reading grade level.[1]

Example

Number of complete sentences (8)	
Average sentence length (104/8)	13
Number of hard words	2
Sum	15
Multiply by .4	.4
Reading grade level	6.0

Compute score for two other 100-word samples, then find the average.

For those so inclined, there now exists a software program to compute readability formulas. Once an operator types a portion of text into the program, it then computes the readability using several different formulas. This program is called "Readability" and it requires either Apple II microcomputer or an IBM PC. It is available from Micro Power and Light Company, 12820 Hillcrest Road, Suite 224, Dallas, Texas 75230.[2]

Points of Discretion

When using this readability formula, consider making the following adjustments in order to build some flexibility into the formula.

1. Count easy compound sentences as 2 sentences. (Easy compound sentences generally can be read as easily as two separate sentences, but the fact that they are written as one will increase the grade level.)

2. Use your judgment in determining "hard words." If it is a commonly used word such as "television" or "automobile," for example, consider not counting it. If the same word appears more than once in a single sample, count it only once. (The repetition will generally aid readability, whereas counting the same word twice will result in a higher score.)

[1] Melissa Forinash Buckingham, Reader Development Bibliography (Syracuse: New Readers Press, 1982), p.70.

[2] Michael Schuyler, "Computer Applications of Readability," ACCESS: Microcomputers in Libraries, Vol. 2, No. 2, (April, 1982), pp. 12-19.

Please note that the adjustments I have suggested are not recommended by the authors of the formula. In evaluating many books, however, I have found that applying some flexibility to the formula gives a more realistic picture of the readability of many books.

Alternate Categorization

The Gunning-Fog formula, like most readability formulas, correlates its reading grade level to elementary school grades. Thus a score of 6.0 means a sixth grade reading level. Describing the readability level of books according to elementary school levels, however, has two major drawbacks. First, it describes the book in terms of children's reading levels, a fact which does not recognize the advantages in life experience and oral vocabulary that an adult reader will bring to the reading of the book. Secondly, it serves to restrict rather than expand the possibilities of appropriate reading materials that a student might benefit from. A student who scores at a third grade level on a standardized test, for example, might well be able to read books measured to be on higher levels simply because of his knowledge of or interest in the subject matter. To deny him the opportunity to stretch his skills by applying an arbitrary measure to the books he might read will unnecessarily limit his chances to learn.

Instead of using elementary school grade designations, consider using the following broader categorization of reading levels for ABE students:

Beginning new reader — levels 1, 2

High beginning — level 3

Intermediate new reader — levels 4, 5

High intermediate — level 6

Advanced new reader — levels 7, 8

Designating books according to these categories, which are deliberately vague, will allow students, teachers, and librarians a wider latitude within which to find appropriate and appealing reading materials.

EVALUATING QUALITY

Reading grade level as determined by a readability formula should be only one factor used to consider a book's suitability for an ABE student. Many other, more subjective, criteria, which cannot be figured into a readability formula, should also be considered in determining the suitability of a book for an adult new reader. When evaluating books for use by

ABE students, teachers and librarians should consider the following questions.

The Appearance of the Book

1. Print size - including spacing between words and between lines.
   - — Is it physically easy to read?
   - — Is print sufficiently large for new readers whose eyes are as yet unpracticed at reading print?
2. Illustrations
   - — Are photographs and drawings relevant to the text?
   - — Do they extend the information of the text?
   - — Are they adult in character?
3. Captions
   - — Are they as easy to read as the text?
   - — Are they sufficiently separated from the text to prevent a cluttered look?
4. Diagrams - including charts graphs, etc.
   - — Are they clear and uncluttered?
   - — Are explanations concise?
5. Overall appearance
   - — Is the book small enough not to discourage a new reader?
   - — Is the cover appealing and informative?
   - — Does the book look like an "adult" book?

The Language of the Book

1. Sentences
   - — What is the average length of a sentence?
   - — What is the structure of the sentences - simple, compound, or complex?
2. Vocabulary
   - — Are difficult words explained? (either in the text or in a glossary)
   - — Are difficult but necessary words omitted and replaced by ones that might alter meaning or create a condescending tone?
   - — If jargon or colloquial expressions are used, are they explained or might they be confusing?
3. Writing Style
   - — Are words repeated frequently? If so, is this repetition interesting, helpful, or boring?
   - — Does the writing read like natural speech or does it sound as though it has been "written down?"
   - — If dialogue is used does it sound natural or contrived?
   - — Are there references to children as the intended audience?
   - — For non-fiction works, is the tone informative?
   - — For either fiction or non-fiction, is the tone moralistic or judgmental?
   - — Is the title informative or misleading?

The Subject Matter

1. Fiction
   - — Are the characters true-to-life?
   - — Do the characters or situations reflect any stereotypes of race, age, sex, religion, etc.?
   - — Is the setting of the story unusual, interesting?
2. Non-fiction
   - — Is the information that is presented substantial or superficial?
   - — Does the text include helpful features such as maps, glossary, index, etc.?
   - — Is the information accurate and current?

General Appeal to New Readers

1. Is the material of adult interest?
   - — Will it appeal to a general audience of adults?
   - — Will it appeal particularly to a specific audience such as women, teens, minority groups, etc?
2. Can the book be read by students on various levels? (For example, photo documentaries can be read for the pictures alone or for both pictures and text.)
3. Will the book be useful to just ABE students, just ESL students, or both?

After evaluating a book from these several points of view, the teacher or librarian knows much more about the potential usefulness of the book for ABE students than any formula-derived grade level could ever tell. But no book will be equally suitable on all points or for all students. Strengths in some areas will overcome weaknesses in others. Individual abilities and interests will always affect the final choice of a book for specific students. But the review process described here will serve to expand the range of possible reading materials available to ABE students. Given more opportunity to read, ABE students can achieve a level of competence and confidence which will ultimately enable them to choose their own reading materials.

EVALUATION FORMS

In the Learning Centers of the Public Library of Columbus and Franklin County, we have developed a review form to evaluate materials in the Learning Center collection as well as books from the general adult and juvenile collections. These reviews are kept in a notebook, filed by subject area, and made available to the general public. The reviews serve to help librarians, teachers, students, and general patrons find books on particular subjects and determine their usefulness for particular new readers. Two sample reviews, one of a book from the special ABE collection and the other of a book chosen from the general collection, are presented in Appendix B as examples of the evaluation process discussed above. A blank review form also appears in Appendix B. The form is suitable for photocopying. Please feel free to do so.

THE ADULT BASIC EDUCATION STUDENT AND THE LIBRARY'S GENERAL COLLECTION

In order to serve ABE students, librarians need to know something of the learning process the students are going through: the skills they are learning, the methods used to teach them, and the texts and materials used to practice those skills. On the other hand, to foster library use among their students, ABE teachers need to know something about the library's book collection and how it relates to the specific abilities, needs, and interests of their students. This chapter will acquaint librarians and ABE teachers with the skills that adult new readers must master, the techniques and materials used to teach those skills, and the kinds of materials any public library will have on hand to help new readers develop those skills. Note that in this chapter I am referring specifically to a public library's general collection, that is, books intended for all adults and children, not books in special collections targeted to an audience of ABE students.

THE BASIC SKILLS OF READING

Essentially, a successful student must master four basic skills in order to become a mature reader. First, he must develop a sight vocabulary, that is, he must learn to recognize an ever-increasing number of words on sight without stopping to figure them out. Secondly, he must learn to apply the rules of phonics and word analysis to words not recognized immediately. Applying these rules requires a student to be familiar with common rhyming patterns and certain rules such as the use of the silent "e" and to recognize parts of words such as prefixes, suffixes, tense endings, plurals, etc. The third skill essential to independent reading requires the student to use context clues to derive the meaning of unfamiliar words from the sense of their use in a sentence. Finally, the fourth skill necessary to good reading is comprehension, the ability to understand not only the individual words but the message they convey.

TEACHING METHODS

Teaching Basic Skills to Beginning New Readers

Beginning new readers are taught these four basic skills by a variety of techniques, some highly structured, others rather unstructured. One of the most structured methods for teaching reading is the Laubach method, used by many volunteer literacy councils in Ohio, some of which have close associations with local ABE programs. In the Laubach method, students are taught specific sounds (short i, short a, etc.) in an ordered sequence. Students learn a set

of words, then sentences using those words. All exercises and related stories use a strictly controlled vocabulary which includes, with a few necessary exceptions, only words containing the sounds taught.

Here is a sample from the Laubach Way to Reading, Skill Book 2. In the first lesson, the short i sound is taught through the words: Miss, sister, big, little, ring, and finger. A few of the practice sentences presented are:

This is Miss Jill Hill.
This is Miss Kim Hill.
Jill is the big sister.
Kim is the little sister.[1]

A similar but slightly different approach, sometimes called the "linguistic approach," emphasizes both the sight and sound of whole words or syllables in patterns rather than specific sounds like the short i. Using this method, students learn words in groups such as "tan, pan, ran, sand, plan," and read numerous sentences using those word families.

Here is a sample from a text using this linguistic approach. In a chapter teaching the patterns "en," "ent," and "end," the following are among the sentences presented for practice reading:

Pay the ten men.
May the ten men pay.
Send ten men.
I sent ten men then.
Open the tent.[2]

Other kinds of texts rely more on repetition of words than rhyming patterns, emphasizing the skill of developing sight vocabulary. Words are usually presented in the context of a story considered relevant to the adult student. Consider the following example:

My name is Jim Davis.
I want to read.
I want to write.
I want to read my name.
I want to read and write my name.[3]

Keeping these particular teaching methods and types of materials in mind, we can find books in the public library's general collection that can serve the same instructional purposes. Obviously, rhyme and repetition serve to teach phonetic patterns and to reinforce recognition of words by sight. Consider these same instructive elements as they are found in poems contained in public library collections. Using simple language and short passsages, many poems express mature and often profound ideas that ABE and literacy students can not only read but also discuss, agree with, or argue with. Collections of poetry, then, can be used as supplementary instructional materials for ABE and literacy students. Consider the following examples:

[1]Frank C. Laubach, Elizabeth Mooney Kirk, and Robert S. Laubach, Laubach Way to Reading, Skill Book 2 (Syracuse, N.Y.: New Readers Press, 1981), p. 2-3.

[2]John C. Adams, Building Word Power (Austin, Tx: Steck-Vaughn Company, 1975), p. 4.

[3]Harley A. Smith and Ida Lee King Wilbert, Practice in Reading (Austin, Tx: Steck-Vaughn Company, 1974), p. 5.

DUST OF SNOW[4]

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

Has given my heart
A change of mood
And saved some part
Of a day I had rued.

Robert Frost

FIRE AND ICE[5]

Some say the world will end
in fire,
Some say in ice.
From what I've tasted of desire
I hold with those who favor
fire.
But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

Robert Frost

WAR[6]

The face of war is my face.
The face of war is your face.
What color is the face of
war?
Brown, black, white —
Your face and my face.

Langston Hughes

In contrast to the highly structured teaching methods discussed above, other approaches to teaching reading include relatively unstructured techniques that emphasize a student's interests, life experiences, and oral vocabulary rather than a predetermined set of skills and words to be learned. Some teachers, for example, will build word lists based on particular activities which the student engages in - words related to cars or cooking or the family, for example. As the student learns the words, the teacher uses them in additional exercises as examples of phonetic patterns or as the basis for additional sentences.

The language experience technique is another unstructured teaching method which employs a written version of the student's spoken language as the reading text. A tutor or teacher will write down a student's discussion of his job, his family, or whatever topic is of interest at the moment. Then, with appropriate assistance from the teacher, the student learns to read the written passage. Once the student becomes familiar with the written form of the words he has spoken, the teacher selects words from that passage to teach specific reading skills. Some words, for example, will serve as models for a specific phonetic pattern, others will be drilled as sight words and still others can be used to generate additional sentences.

Language experience stories and familiar vocabulary lists can be derived from the student's own experience or they can develop as a response to an outside stimulus such as a photograph or drawing, a movie or TV show, or incidents from the news. The general

[4]Robert Frost, "Dust of Snow," Selected Poems of Robert Frost (N.Y.: Holt, Rinehart, and Winston, 1963), p. 138.

[5]Robert Frost, "Fire and Ice," Selected Poems of Robert Frost (N.Y.: Holt, Rinehart, and Winston, 1963), p. 137.

[6]Langston Hughes, "War," The Panther and the Lash (N.Y.: Alfred A. Knopf, 1979), p. 59.

collection of any public library can provide a rich resource to expand the teaching potential of these techniques. Art and photography books, for example, display pictures covering a broad range of subjects and styles which can stimulate discussions leading to language experience stories. These pictures can also provide the opportunity to "read" a story without words, to search for main ideas, discern relationships, describe details and infer meaning. In a similar manner, picture books recalling highlights of the movie and television industries can evoke memories and opinions which provide a good basis for language experience, as do the pictures, captions, and narrative accounts of magazines and newspapers.

Skill Development for Intermediate and Advanced New Readers

The particular teaching methods described above are used primarily with low level students,those who can read very little or not at all. These include Level I ABE students and literacy students working in the Laubach method, among others. Many new readers, however, have learned the basic skills described, yet need considerable practice to improve the fluency and depth of their reading ability. Level II ABE students, pre-GED and GED students, and literacy students who have advanced beyond the five skill books of the Laubach program continue to work on the four basic skills of reading, but at a higher level. In their classes and tutoring programs, these students do many basic comprehension exercises requiring them to find main ideas, to determine time sequence of events, to find specific facts, to infer hidden meanings, and to evaluate the quality and style of passages they read. They are also learning to use reading for specific purposes such as learning the information needed to pass license exams or the GED, or to qualify for job training programs and educational opportunities. Books and materials from all sections of a public library's collection can help these students attain specific goals as well as develop the habit of frequent and enjoyable reading.

USING THE GENERAL COLLECTION

A discussion of the kinds of books that librarians and ABE teachers can find for adult new readers in the public library's general collection is presented here. Review the categories described, then

peruse you own library's collection for examples of the kinds of books described. A selected bibliography of suggested titles appears in Appendix C. But remember that having specific titles is not so important as recognizing the broad categories, then finding books in those categories in your own library.

FROM THE ADULT COLLECTION

PHOTO DOCUMENTARIES - Books on topics of adult interst such as social history, geography, contemporary life, etc. appeal to new readers. Books with simple captions and/or additional text enable readers of various levels to "read" the pictures only, to examine the pictures and read the captions, or to read the full text, depending on their abilities. Pictures can be examined for specific details or for the ideas and emotions expressed. Such books can be used to foster language experience stories and writing exercises. With students of English as a foreign language, these books can be used to stimulate discussion and to develop vocabulary.

PICTURE BIOGRAPHIES -The lives of many well known, contemporary persons are documented in both pictures and words. These books can be used in ways similar to the photo documentaries; they can also serve to introduce or extend history lessons and to spark discussions and writings concerning current events.

ART BOOKS -Collections of paintings and photography can be used by students of English as a foreign language as well as by American new readers. Such books can be used to stimulate discussion, develop vocabulary, and foster language experience stories and writing exercises. Art books range from those which express abstract ideas and evoke many emotions to those which depict in considerable detail activities from everyday life and scenes from everyday places.

MUSIC BOOKS -Collections of folk songs, show tunes, religious music, and popular songs of all kinds offer new readers a chance to read in printed form words familiar to them in music. Public libraries have a variety of such works available. Many libraries also offer circulating collections of musical scores and sheet music.

"HOW-TO" BOOKS -Adult new readers need to learn to read charts, diagrams, and graphs as well as words. Using "how-to" books, they can apply their own knowledge of a particular topic to reading the charts and diagrams and also learn to use the illustrations as a means of helping them read the text. Many "how-to" books are found in the collection of a public library. They range from those which contain mostly pictures or diagrams to those in which pictures and diagrams are accompanied by more detailed text.

POETRY -Many poems written for adult audiences offer new readers a chance to read meaningful ideas expressed in simple, but not simplistic, language. Collections of the works of individual authors as well as anthologies of the works of several authors often contain poems that are short, use simple, direct language, and yet discuss ideas and issues important to our common adult experiences. Rhyme, rhythm, and repetition are instructive, although not necessary, features present in many poems. Consider also humorous works such as collections of limericks.

LITERATURE -Many short stories and novels, both contemporary and classic, are written below an eighth grade reading level and offer the advanced new reader the opportunity to read longer and more complex stories. In any public library collection, teachers and librarians can find many works written in language that is authentic, compelling, and intended for adult audiences, but still not too difficult for the pre-GED and GED student.

Popular literature also offers many reading opportunities to new readers. Many of the romances as well as some of the westerns and science fiction novels popular among general library patrons are written below eighth grade reading levels and therefore suitable for adult new readers.

HUMOR -Collections of comic strips provide the new reader a chance to read a story from pictures alone, or to use pictures as an aid to getting meaning from words.

GEOGRAPHY AND TRAVEL - Books which describe familiar and exotic places through photographs and maps offer new readers a welcome chance to learn about the larger world around them. Many of these books are essentially collections of photographs; others contain interesting facts about the area described.

FROM THE JUVENILE COLLECTION

Many works contained in a public library's juvenile non-fiction collection are suitable for use with adults, if they are used with discretion and if the student is willing to use them. Books on topics in science, technology, and history are particularly useful because they provide a basic introduction to the topic for the adult who lacks knowledge as well as reading skill. Those written on a more advanced level (6-8 grade) can be useful to pre-GED and GED students who need practice in reading texts in science and social studies. Remember, too, that some libraries interfile the adult and juvenile non-fiction collections, so students will not have to go to a children's section to look for books.

When selecting books from the juvenile collection, keep in mind certain characteristics which enhance a book's suitability for adults. For example, photos rather than drawings generally give a non-fiction book a more realistic and "adult" look. Also, select books with an informative text written in direct statements rather than contrived dialogue (especially in biography). Look for books that do not contain any statements or illustrations that are obviously addressed to an audience of children. Finally, use your own discretion and knowledge of the students and seek their opinion when selecting books from the juvenile collection.

A discussion of some of the kinds of books that are particularly adaptable to adult new readers are described below. Specific titles are suggested in Appendix C.

BIOGRAPHY -Many biographies of popular sports and entertainment personalities have been written for teenagers and young adults. Many of these biographies are also suitable for older adult new readers who have an interest in the person whose life is discussed.

SCIENCE, NATURE, AND TECHNOLOGY -Many books written for children in the various subject areas of science, nature, and technology can be used with adults seeking a basic knowledge about a particular topic. These books often contain clear, simple graphs, charts, and other illustrations that can help new readers learn to interpret information presented in diagrammatic form.

HISTORY AND GEOGRAPHY - Many factual books written for children in these categories are also suitable for adult new readers. The maps contained in many of these books can help basic education students develop skills in reading maps. Books in these categories can also be useful to ESL students who wish to learn more about the United States.

POETRY -A number of well-known and simple poems that have been written for adult audiences have been illustrated as children's books. Other works of poetry have been collected into anthologies for children. Many of these works are suitable for the new reader either to read for himself or to read to his children.

PICTURE BOOKS -Some picture books prepared for children can be used with adults and particularly with students of English as a Foreign Language. Alphabet books that use photographs rather than drawings, for example, are often suitable to adult audiences. Other picture books that help to explain difficult concepts such as opposites can be used with ESL students.

READING TO CHILDREN

One of the many motivating forces which urge adult students to enter ABE and literacy programs is the desire to read to their children. Capitalize on this motive by suggesting books that students can read to their families. Children's books offer instructive features such as rhyme, rhythm, repetition, and pictures which help the inexperienced reader. Reading to children will give the adult new reader a chance to practice newly developing skills by reading simple stories and texts in a context that is not embarrassing. It can also boost the new reader's confidence in himself if he feels capable of helping others. Any children's book will serve this purpose well, but a few specific titles are given in Appendix C.

OTHER RESOURCES OF THE PUBLIC LIBRARY

In addition to lending books, public libraries offer a wide range of other materials and services that can be of use to the adult basic education student. Features and policies of individual libraries will vary, so check with your local librarian to learn what the library has to offer beyond books. A brief description of resources and services commonly available in public libraries follows.

MAGAZINES AND NEWSPAPERS -All libraries house collections of magazines and newspapers. Popular magazines such as McCall's, Good Housekeeping, Time, Ebony, Jet, and many others provide pictures, interesting facts, recipes, and detailed information on topics of interest to many students. They can be used in the classroom to augment specific lessons or to serve as ideas for discussions and writing assignments. Circulation policies covering magazines vary from one library to another, but many circulate back issues. Browsing through magazines in the library is also a pleasant way for students to become accustomed to being there and can often lead to more extensive use.

Out-of-town as well as local newspapers are generally stocked by public libraries, so students from other cities might enjoy pursuing their home town newspaper. Newspapers also contain information presented in a variety of formats from cartoons with few words to critical essays, offering students at all reading levels a chance to practice basic skills.

AUDIO-VISUAL MATERIALS - Public libraries of all sizes are increasing their collections of "non-book" materials. Like books, audio-visual materials can be used for educational or entertainment purposes. For

ABE students, however, they offer obvious advantages over books: they come in familiar, non-threatening formats and they don't have to be read. Using A-V materials, therefore, can be one way of introducing ABE students to the resources of the public library. Teachers can also make use of many of the library's AV materials for classroom presentations. Below is a brief description of some of the kinds of materials you can expect to find in a public library's AV collection.

Records - Most public libraries circulate records. Among the record collections housed in the libraries are many instructive, informative recordings of the spoken word which can be used to enhance classroom or group instruction for ABE and GED students and also to provide supplementary materials for students working in individualized settings. For example, recordings of historical speeches, readings from important documents, and accounts of major events can greatly enrich classes in history and social science for GED students as well as Americanization classes for ESL students. Readings of poetry and plays can help GED students preparing for the Reading exam. ESL students who need practice in listening to spoken English, and basic reading students who will benefit greatly from hearing language spoken in many forms as they learn to read. Still other recordings present informative discussions of various topics related to the coping skills categories emphasized in the ABE curriculum. A few specific titles are suggested in Appendix C.

Audio-cassettes - Cassette sound recordings can be used in the same way as records to provide instruction or enrichment to classes and individual learning programs. Glancing through the catalogue of audio-cassettes available in one public library revealed titles in such categories as literature - including drama, short stories, poetry, radio plays, and folktales - and general non-fiction - including child abuse, black history, nutrition, oral history, and biography.

That catalogue also contained the titles of several "Books on Tape." A sampling of titles includes: At Wit's End by Erma Bombeck, The Autobiography of Miss Jane Pittman by Ernest Gaines, and The Maltese Falcon by Dashiell Hammett.

Movies and Video Cassettes - Many public libraries now circulate video cassettes as well as movies. Tapes of current and classic films are available, usually for a limited time period.

VERTICAL FILE - The Vertical File is simply a pamphlet file. Pamphlets, booklets, leaflets, and other materials too small to be catalogued and shelved among the books are categorized by subject and kept in vertical file cabinets. Many people, including long-time library users, do not use the Vertical File because they are not aware that it exists or because they think that those file cabinets are just too "official" looking to be open to the public. Most public libraries do have Vertical Files.

however, which are accessible to the public and contain a wealth of information covering a broad range of topics. Government publications, manufacturers' information about specific products, and informative booklets published by national organizations of all kinds are among the sorts of things one will find in a Vertical File. In addition, many coping skills materials published in pamphlet or booklet form and intended specifically for new readers are housed in the Vertical File. A sampling of materials pulled at random from a Vertical File appears in Appendix C.

PICTURE FILES - Many public libraries maintain Picture Files. These are simply files, arranged by subject category, of pictures clipped from popular magazines. In most cases, the materials contained in the files circulate for specific periods. These pictures can be used with ABE students to stimulate writing exercises and language experience stories, or they can be used with ESL students to spark discussion on current events or cultural practices or to enhance vocabulary exercises. Subjects covered will vary from one library to another, but most Picture Files are likely to include pictures showing scenes from major countries and cities, pictures depicting people engaged in popular sports and hobbies, pictures of famous personalities, and pictures of recent events of historic or cultural importance.

INFORMATION AND REFERENCE SERVICES - Public libraries do not just lend books; they also provide information. In fact, many patrons use the library primarily to obtain information, and rarely, if ever, to check out books. Introducing ABE students to the library as a source of important information is one way to help them become familiar with the library and its many services. The reference service, for example, provides walk-in patrons and telephone callers answers to a vast number of questions ranging from the important - "Who is my State Representative?" - to the trivial - "Who played second base for the Indians in 1954?" Also in the reference department, ABE students will find such useful items as telephone books from cities across the country and road maps for local areas and other cities and states, as well as the expected dictionaries, almanacs, and encyclopedias.

Some libraries have taken their basic reference service one step further. They have gathered a store of information about local social and educational services and they offer patrons both the information and, when appropriate, referral to specific agencies. Some libraries which offer this information and referral service have become the major clearinghouses for information on social programs in their communities.

The above suggestions are not exhaustive. Apply your own imagination as well as your knowledge of your students to tap the wealth of resources available at the public library. By introducing your students to the library, you are taking a crucial step toward making him a better student now and an enthusiastic learner for the rest of his life.

SPECIAL LIBRARY COLLECTIONS FOR ADULT NEW READERS

All public libraries have books in their collections similar to the ones described in the previous chapter which can be used with adult new readers. Moreover, as librarians have come to recognize the extent of adult illiteracy present in their communities, many have begun to add special collections to their libraries to serve the local population of ABE, GED, and adult literacy students.

This chapter raises some basic questions concerning special collections for ABE students. How should they be organized? Should materials be labeled? Should they be catalogued? What books should be included in the collection? These questions are not answered here because decisions for each library should be made on the local level. Ideally, decisions about establishing and maintaining special collections for ABE students should be made by librarians working in conjunction with ABE staff and students. The chapter does contain a brief survey of the most common arrangements of new reader collections as well as a review of the kinds of materials generally found in these collections. They are presented as a guide for librarians and ABE personnel reviewing the library's current collection or starting one where none exists at present.

ORGANIZATION

How Should Adult New Reader Materials Be Displayed?

Two important issues must be considered when deciding how to organize and display a collection of materials for adult new readers. On the one hand, librarians want to display materials in such a way as to make them most attractive and accessible to their patrons. On the other hand, most librarians recognize that adult new readers are generally unfamiliar with the library and afraid of embarrassing themselves because of that lack of knowledge.

Considering both of these issues, most public libraries shelve materials for adult new readers separately from the general collection. Some name their collections "The Learning Center," "The Reading Corner," or similar names which indicate the general nature of the collection but do not emphasize the reading level of the books. Others use more specific names such as "The ABE Center," "Hi-Lo Books," or "Easy Reading for Adults." In still another arrangement, some libraries display coping skill materials separately and label them according to the skill area rather than the reading level, thus attracting to that display all patrons of the library seeking the specific information. The same concept applies to separate collections of romances and popular science fiction titles which are easy to read but attract patrons interested in the genre, not the reading level.

A few libraries do not separate their adult new reader materials, but rather interfile them with the general collection. Usually, they are labeled in some way so that patrons can find them easily.

The question of how best to organize and display materials for new readers is one which is best answered by librarians working in conjunction with ABE staff. Librarians should seek comments and suggestions concerning the display of their new reader collection from both ABE staff and students. If your public library has not yet established a special collection for new readers but is planning to do so, input from ABE staff and students on the best means of organizing the collection would help to insure use of the materials by the ABE community.

How Should Adult New Reader Materials Be Labeled?

In addition to displaying ABE materials separately, most libraries also label these materials in some way to distinguish them from other books in the collection. This labeling serves a dual purpose. It helps new readers and others find the materials and it provides the library a means of keeping track of the materials for circulation statistics and reshelving. (Some libraries, for example, keep a tally sheet at the circulation desk to note each time a book from the new reader collection is circulated.) Stars and color dots are among the symbols used to label ABE books. Some librarians use labels of different colors, coded according to reading level.

Several libraries in Ohio have recently adopted the adult new reader logo, pictured on the cover of this handbook, that was established by the Ohio Library Association's Task Force on Services to Adult New Readers. This logo can be used in a number of ways. Enlarged and printed on poster board, it can be used to designate the location of the adult new reader collection. Printed on small labels and placed on the spines of books, the label can be used to mark books for new readers housed in special collections, or it can indicate books that are considered acceptable for new readers but filed in the general collection. The Task Force which developed this logo hopes that it will be adopted by all libraries across the state and thus become an easily recognized symbol that will help ABE students and all new readers feel more familiar and at ease in any public library and more confident about using the library's materials.

Are Adult New Reader Materials Catalogued?

Special collections for adult new readers are often not catalogued. Librarians recognize that ABE students are not likely to use either a card catalogue or a computer-based catalogue. For this clientele, an attractive, easy-to-use display is considered the most important means of providing access to the materials. This is particularly true when the collection contains mostly paperback books or pamphlets, which many libraries do not catalogue in any case.

Not cataloguing books does create a problem, however. It is difficult for the library to maintain control over the collection, that is, to know what is contained in the collection and what is currently available. ABE patrons who use the collection may be seeking specific books or books on specific subjects and not know how to find what they are looking for.

There are a few ways this problem of control can be overcome even when the collection is not catalogued. Some libraries, for example, designate specific staff persons to work closely with the ABE collection so that at least one staff person who is knowleageable about the collection is available at all times. In the Library Learning Centers of the Public Library of Columbus and Franklin County, we use the reviews of the books in our collection as a catalogue to that collection. The reviews are contained in a notebook and organized according to subject categories, thus providing a catalogue by subject of our collection as well as a source of information about the content and value of the individual materials. This notebook is kept with the Learning Center collection and is available to both library staff and patrons. (See Appendix B for sample review form and classification scheme.)

The question of whether or not to catalogue adult new reader collections may become obsolete in the near future. With the advent of computer-based cataloguing records, more libraries are cataloguing all of their materials, including paperbacks. ABE staff should check with the local library to find out their policy on cataloguing new reader materials.

By the way, if your library is just beginning the process of conversion to a computer-based cataloguing system, there is a wonderful learning opportunity available for ABE students. They will have an opportunity to learn to use the library's new catalogue at a time when almost all other patrons, even veteran library users, are unfamiliar with the system and likely to be intimidated by it. In addition, in learning to use the library's catalogue, they will have the experience of learning to use a computer terminal, a skill which can benefit them in many other areas of their lives.

KINDS OF MATERIALS

What should be included in the special collection for ABE students and adult new readers? Obviously, this is the most important question to be considered. The following discussion is intended for librarians who are just starting ABE collections, for those who have such collections but must continue to update them, and for ABE personnel who need to know what libraries do have and who also need to make suggestions about what additional materials would serve their population. It focuses on the three major categories of materials new reader collections should contain: workbooks, general information materials, and leisure reading materials.

Workbooks in Basic Skills and Coping Skills

Librarians consider two major issues when deciding whether or not to purchase instructional materials or workbooks for their ABE collections. First, they want to supplement, not duplicate, the existing collection of the local ABE program. Secondly, they want to minimize the loss that accrues when workbooks are written in or kept for extended periods by patrons.

Input from ABE personnel will be most helpful in determining the value of workbooks in the ABE collection. Librarians may not realize, for example, that books generally do not circulate in the ABE program, and so students cannot take books home unless they purchase copies themselves. Having the same workbooks that students use in their ABE classes available in the local public library, therefore, would provide an additional rather than duplicate service. Also, since ABE programs are often able to purchase only a minimum selection of the wide variety of workbooks available, the library's collection could well extend the number and kind of practice books available to the ABE student. Librarians need to visit local ABE programs to discuss what books the program uses and what additional materials would be valuable in the library's collection. The bibliographies listed in Appendix A provide many suggestions of specific materials suitable for libraries to purchase. Libraries that choose to include workbooks in their ABE collections should consider materials in the basic skills categories of reading, English, and math; GED and pre-GED practice books; and books covering the various life coping skill categories such as health and family matters, community resources, consumer education, money management, and job skills.

General Information Materials

Adult basic education students and new readers want to learn about a wide range of topics, just as all library patrons do. For new readers, their desire to learn is sometimes complicated by their lack of confidence. Since new readers usually missed much of the subject matter taught in elementary and high schools because of their inability to read, they feel that they know a lot less than adults who can read. Their interests, however, cover the same range of topics as those of other adult members of the community, including politics, history, economics, science and technology, popular culture and recreation and so on.

As suggested in the previous chapter, many non-fiction works written for children can be used, with discretion, with adults because they discuss their subject matter in an informative tone that is not juvenile but is written at a reading level that ABE students can comprehend. Informational materials written specifically for the ABE and new reader population are somewhat scarce, but the situation is improving. Publishers are recognizing the need and responding with books covering various topics. The quality of these and all new reader materials varies, so it is wise to preview books or consult review sources whenever possible. A few notable series or titles are presented here. Again, consult the bibliographies and review sources listed in Appendix A for a more comprehensive list of suggestions.

Cambridge Book Co.: LVA Readers. One particularly notable effort toward providing non-fiction works for new readers comes from the Literacy Volunteers of America and Cambridge Book Co. With a grant from the National Endowment for the Humanities, LVA has sponsored a project to encourage the writing of books for new readers in the various subject areas of the humanities. The books are written by scholars from particular subject specialties who have been trained by LVA in the process of writing for new readers. Subjects include history, anthropology, religion, and art. They can be read by students at the intermediate new reader level and above. As with all series,the quality varies among titles.

New Readers Press: Be Informed Series. This is a series of over twenty booklets offering a substantial overview of subjects such as air pollution, mental retardation, time and measurement, and popular news media. Can be read by new readers at the intermediate level and above.

New Readers Press. This company also publishes many other non-fiction titles for new readers, including books on pregnancy, childbirth, child rearing, and other topics related to families and health.

Leisure Reading Material

The question of including leisure reading materials in ABE collections in the public library raises several differing points of view. Some librarians and adult educators believe that since reading is not an enjoyable process for adults just struggling to learn the basic skills required, these students are not likely to be interested in reading for leisure. Others feel that ABE students are eager to practice their newly acquired skills on something other than dry workbooks and so providing them with leisure reading materials may, in fact, entice them into more frequent and enthusiastic reading.

Experience at PLCFC and other libraries seems to indicate that, in fact, ABE students and new readers do enjoy reading stories, poems, and other works that entertain as well as provide reading practice. Indeed, most library collections for ABE students contain at least some books written specifically for the adult new reader that can loosely be described as leisure reading materials. As is the case with informational materials, publishers have come to recognize that adults with limited reading skills comprise a viable and growing market, and they are working to provide an increasing number and variety of materials for that audience. Some books are very good; others are not. In general, however, the quality is improving. A few specific series or titles that you might look for in your library or suggest that your library buy are listed below. Again, check the bibliographies listed in Appendix A for additional titles.

Fearon Pitman, Inc.: LifeTime Series (also know as LifeLine). This series offers stories about a wide range of quite realistic characters including young adults, older widows and middle-aged single persons. The books are small paperbacks with an "adult" look about them. The format is also very appealing to new readers because the line breaks approach natural speech patterns, a feature which increases the readability of the text. Comprehension quesions are included after each chapter. These books

can be used by beginning, high beginning, and intermediate level new readers. A few representative titles include So Long, Snowman, A Time To Choose, and Mollie's Year.

Fearon Pitman, Inc.: Bestellers Books. This series includes adventure and mystery stories. Character development and story detail are surprisingly deep for stores of this level. Interesting historical information is part of the setting in many stories. For the intermediate level new reader. A few representative titles include Crash Dive, Black Beach, and Night of the Kachina.

Fearon Pitman, Inc.: Laura Brewster Books. Books in this series describe mysteries which are solved by the heroine, Laura Brewster, an older, more modern Nancy Drew. The stories occur amid a variety of interesting settings and hold the reader's interest. They are suitable for the high beginning and intermediate level new reader. A few representative titles include Fast Food King and Tiger Rose.

New Readers Press: Sundown Books. This series includes realistic stories about persons of various ages involved in common life problems. The depth of character and detail given are quite good. Various titles are suitable for students at beginning through intermediate levels. A few representative titles include The Freedom Side, and In and Out The Windows.

Longman Inc.: Longman Movieworld. The series contains brief paperback versions of some popular movies such as Silver Streak and Jaws. Illustrations are actual color stills from the movie. Although the stories are often choppy and trasitions from scene to scene a bit awkward, the familiarity of the stories and the pictures of the actors in scenes from the movie will provide considerable appeal to reluctant readers. High beginning - intermediate reading levels.

Longman, Inc.: American Structural Readers, Stages 1 and 2. These readers cover a wide range of popular topics including mystery and pop music. They vary in format. Some include photographs, other black and white line drawings. Some are traditional narratives, others present the story in comic book style. They vary in quality, too. Some are well written and appealing to an adult audience; other, particularly those in comic book format, seem juvenile. Used with some discretion, however, they will provide enjoyable reading for some students. Stage 1 readers can be used by beginning and high beginning new readers; stage 2 readers by intermediate level new readers.

Scott Foresman: Adult Readers Library. This series includes works of fiction, history, and biography, as well as books discussing everyday living skills. They cover a wide range of interesting topics not commonly found in books for adult new readers. Most are well written and appealing to an adult audience. Non-fiction books contain a glossary of difficult or unusual terms; some include references and a bibliography. The series can be read by intermediate and high intermediate new readers. Some representative titles include Cargo, Mother Teresa, and All the Way Back.

Cambridge: LVA Readers. See note under General Information Materials.

Audio-Visual Materials

Some libraries include audio-visual materials such as book-tape sets and film strips in their collections for new readers. In addition, most public libraries have growing collections of audio-visual materials for the general public, and many of these materials can be used with ABE students. (See Chapter II for additional suggestions of A-V materials from the general collection.) One series of particular note is mentioned here.

McGraw-Hill, Inc.: AWARE Series. This is a series of books and accompanying tapes that cover a wide range of daily living skills. Topics such as finding a doctor, grocery shop ping, and dining out are particularly relevant to ESL students. The series includes workbooks covering three reading levels, which encompass the high beginning through intermediate new reader levels discussed in chapter I. Each boxed set contains 10 student books, one teacher's book, and audio tapes covering the contents of the entire workbook.

Computer Softwa:e

A growing n:mber of libraries are adding :nicrocomputers and software collections to the services they offer the general public. A few libraries are searching for ways to offer access to these computers and software to the population of ABE students and new readers. In particular, they are looking for good software designed to teach basic skills to ABE students, as well as opportunities to offer teacher or student-made software for public use. This is an idea which you will probably hear more of in time to come and is another area in which cooperation between ABE and libr:ry staff could enhance the library's offerings for ABE students.

The Library and the ABE Program: Making the Connection

Libraries have books to serve ABE students, and ABE students and teachers need materials from the library to supplement and enhance their educational programs. A perfect arrangement? Well, not exactly.

In fact, libraries build ABE collections, advertise them, and then become discouraged when no one uses them. At the same time, ABE students and their teachers look for good, adult interest books written at easy reading levels but don't know where to find them. Students assume that anything in the library would be too hard for them, and teachers are not always aware that special collections for ABE students exist.

Obviously, there is a missing link in the Library-ABE connection. Better communication and a regular routine of interaction are needed to improve cooperation between public libraries and ABE programs. This chapter offers suggestions to help librarians and ABE staff develop an effective working relationship. But first, we present a brief discussion of the adult new reader population, with a view towards better understanding, and therefore better serving, that population.

A Profile of the Adult New Reader Population

In order to increase library use among a particular population, it is important to know as much as possible about the individuals who compriase that population. We have reviewed the educational context in which the ABE student is operating; it is equally important to understand something of his social and cultural environment, since these factors affect his attitude toward using the library. George Eyster of Morehead State University in Kentucky has developed a scheme that describes Adult Basic Education students according to their perceptions of their own place in society and the role of education in helping them achieve a better life. Eyster has observed four distinct service groups among disadvantaged adults which he describes in the following way:

Group 1 - This group includes many adults who have not completed high school but are, nevertheless, both economically and personally secure. They believe in education and in public services such as libraries. If they know that services exist, they will seek them out.

Group 2 - This group includes people who do suffer from undereducation and underemployment, but they too believe in the value of services and are willing to use them. To be useful to this group, public services must be flexible enough to fit within the constraints of family and job responsibilities.

Group 3 - People in this group are sporadically employed or severely underemployed and far from the mastery of basic skills. They still believe in returns from public services, although with some skepticism. They usually need individualized help from such services.

Group 4 - People in this group have the severest problems and the greatest need. They do not believe they have any control over their lives, and they pass on that hopelessness to their children. They must spend all their energy on getting along from day to day. The are the unemployed and the unemployable.[1]

Looking at the ABE student from the point of view of Eyster's categories, it is obvious that persons displaying the characteristics of groups 1 and 2 are the most likely candidates for success in adult reading programs and probably the most likely to use the library. These students can be motivated to use the library through such relatively simple means as posters, brochures, and suggestions from teachers and librarians. Persons in groups 3 and 4, on the other hand, present a considerable challenge to educators and librarians. In fact, adults typical of groups 3 and 4 are unlikely to appear in reading programs or libraries at all without continuous personal support from community people they trust as well as the professionals they encounter.

Keep in mind both this description of new readers and your own knowledge of the local situation as you review the following suggestions for libraries and ABE programs working together to encourage students to use the public library.

Getting Together

Before cooperative activities can occur, ABE and public library staff need first to make their own objectives and interests clear, and then to learn about the partner agency's plans and priorities. Joint activities may be opposed at the outset if staff from one agency approach the other with a set agenda and a pre-determined idea of the roles each will play. Therefore, take time to establish a foundation for cooperation by getting to know each other's agency and staff and investigating together the needs of your community that joint library-ABE activities could address.

One agency must initiate the contact. If it is the ABE staff, they might consider the following preliminary steps.

- Ask local contacts in the literacy network if they know of a library staff member or trustee who has a special interest in literacy. Consider approaching this person informally first.

- Try to determine how the local library views its role or mission. Does the library have a mission statement? Are there programs for adults as well as children? Remember, public libraries are locally funded, locally governed, locally controlled. Some libraries will place greater priority on one service role than another.

[1]George W. Eyster, Recruiting Disadvantaged Adults (Morehead, Kentucky, Morehead State University, 1975), pp. 4-6.

- Gather basic information about the library's situation. How many staff members are there? What is the size of the collection? Are there other outlets (branches, bookmobiles)? This kind of information is included in the library's annual report which all but very small libraries produce.

Having done a little advance "homework," ABE staff should then invite library staff to an initial meeting to get acquainted and explore opportunities for working together.

Similarly, if the library initiates the meeting, library staff should learn what they can about the ABE program before the meeting. Find out how the ABE program operates, how many classes they offer, how many students in a class, and what instructional methods and materials they use. Ask about their problems and needs in specific areas such as space, materials, and funding.

A Process Model for Library-ABE Cooperation

The chart below outlines the stages of a long range plan for cooperative action and identifies tasks and responsibilities that library and ABE staff must consider when planning for joint activities.

STAGE	TASKS
Developing Awareness	Identify and clarify objectives of your own and the partner agency. Assess staff and resource capabilities of both agencies. Outline the needs of the students/patrons and of each agency's programs. Identify mutual benefits of a collaborative approach in addressing the goals of each agency.
Initial Joint Planning	Arrange a meeting with selected staff from your own as well as the partner agency. Share information, ideas, needs, constraints, interests. Outline a plan for a mutually-selected activity. Begin small, but make plans for additional efforts.
Implementation of Activity	Carry out mutually-selected activity according to schedule and responsibilities agreed upon. Establish a date for reviewing activity.
Review Activity	Collect feedback from staff and selected clients. Meet to assess activity and identify problems.
Evaluate Activity	Change or adjust features of initial activity according to results of the review. Add or delete components as needed with agreement of staff of partner agency. Establish subsequent review dates. Consider expanding your efforts by planning for additional activities.

Specific cooperative activities between public libraries and ABE programs should arise from local needs and resources and joint planning activities. The list below suggests specific tasks that each agency can perform.

Library Staff Can

-Visit the ABE program to:

-Show sample books from the library collection.

-Poll students' interests for suggestions of books or topics to select for the library collection.

-Invite students to read and review books considered for the library's ABE collection.

-Distribute library card applications.

-Develop deposit collections which can be placed in ABE centers, branches, and bookmobiles. Include a sampling of all kinds of materials for new readers, or assemble the collection around changing themes such as health, money management, etc.

-Identify and encourage use of materials from the general collection appropriate for ABE students.

-Display easy-to-read pamphlets in the library. Consider giving them away if multiple copies are available.

-Develop a picture file and encourage its use among ABE teachers.

-Refer potential students to the ABE program.

-Consider using library space for classes or tutoring sessions.

ABE Staff Can

-Take ABE classes to the library and have the librarian show students the various books and resources available to them.

-Read stories or poems to classes for brief periods each day. Bring library books to the class to illustrate or supplement specific lessons.

-Create a library corner in your classroom with a changing display of books, pamphlets and other relevant materials. Highlight materials and information that students might not expect to find in a library.

-Conduct an informal interest survey among your students, asking them for specific questions and general topics they'd like to know about. Then obtain library books, or ask the librarian to bring library books, that pertain to the students' questions and interests.

-Review bibliographies of adult new reader materials with library staff. Make specific recommendations.

-Establish book discussion sessions, either at the library or at your location, depending on convenience.

-Arrange class visits to the library for a library orientation and library card applications.

-Invite local librarian to serve on a Board of Advisors or other such group.

Library and ABE staff together can:

-Conduct training activities to: 1) acquaint all staff with each agency's services and any plans for collaborative efforts, 2) develop skills necessary to implement programs and 3) facilitate ongoing planning and evaluation.

-Share promotional materials (flyers, bookmarks, posters, etc.) describing your services with staff and volunteers of the partner agency and, in the library, with the general public.

-Include the partner agency on your mailing list for newsletters and other communication.

-Sponsor a speaker's bureau through which library and ABE staff can speak to social service agencies and community organizations about services for adult new readers.

-Recruit volunteers to carry out specific tasks planned by joint library-ABE efforts.

-Consider organizing a committee of teachers, librarians, students, and community writers and scholars to write materials for new readers. Resources such as Writing for New Readers (New Readers Press) and Thinking is a Basic Skill (Literacy Volunteers of America) offer guidelines for groups writing for new readers. (See Appendix A)

-Once your joint activity has been implemented, contact people from other agencies and from the community at large who have an interest in adult literacy. Consider including: social service agencies, vocational rehabilitation programs, youth groups, senior citizen groups, employment services, refugee groups, church groups, correctional agencies, and the local media. Enlist their ideas, their support and their specific help in promoting and advertising your programs.

Conclusion

Cooperation between the library and the local adult education program is an important key to the mutual success of each agency's efforts to serve undereducated adults. ABE programs teach students how to read or how to improve their reading. The public library offers those students the opportunity to practice their newly acquired skills by reading books that provide information important to their everyday lives, books that entertain or amuse them, and books that invite them to explore a world of knowledge and ideas beyond their current understanding. With the help of both agencies, adult basic education students will not only learn how to read, they will become mature, enthusiastic readers.

APPENDIX

SOURCES OF MATERIALS FOR ADULT NEW READERS

Bibliographies

Books for Adult New Readers. Compiled and annotated by Roberta Luther O'Brien. Cleveland: Project LEARN, 3rd ed., 1984.

Annotated bibliography of materials recommended for adults reading at the seventh grade or below. A majority of titles are rated at fifth grade or below, using the Gunning-Fog Index. Entries are arranged within broad subject categories of Skills, Knowledge, and Leisure Reading. An annotated index of series and recommendations for a core collection are particularly helpful features. Available from Project LEARN, 2238 Euclid Ave., Cleveland, Ohio 44118.

Reader Development Bibliography. Compiled and annotated by Melissa Forinash Buckingham. Syracuse: New Readers Press, 1982.

Annotated bibliography of materials in the Free Library of Philadelphia's Reader Development Collection for adult new readers. Includes materials graded at eighth grade or below according to the Gunning-Fog Index. Additional features include Materials for Deaf Adults, and Author, Series, and Subject Indexes.

Bibliography of Basic Materials - Reading, English as a Second Language, Humanities. Literacy Volunteers of America. Syracuse, N.Y.: LVA, 1983.

Annotated bibliography of materials for adult new readers and ESL students. Inclusion of humanities materials is a particularly helpful feature which identifies materials often found in a library's general collection. Reading levels are determined by the READ test which was designed by LVA specifically for adult basic students.

Literacy Resources: An Annotated Check List for Tutors and Librarians. Compiled and annotated by Jane-Carol Heiser. Baltimore: Enoch Pratt Free Library, 1983.

Annotated bibliography of new reader materials produced by director of Baltimore's program, one of the most comprehensive literacy projects sponsored by a public library.

The Vital Bibliography: A Basic Collection of Books and Learning Materials for an Adult Literacy Program. Compiled by Suzanne Nolan and Nan Hawkins. Bloomington, Indiana: Monroe County Public Library, 1981.

A bibliography prepared by the VITAL literacy tutoring project of the Monroe County Public Library.

ABE Guide to Library Materials. Compiled by Linda Bayley. Austin, Tex: University of Texas at Austin, 1977.

Contains a selective, unnotated bibliography of new reader materials organized according to informational, instructional and leisure reading categories. Includes many good suggestions for A-V materials, government documents, magazine reprints, and other materials not found in other new reader bibliographies. Although somewhat dated now, entries suggest many good, easy to find sources of materials which are useful to ABE teachers and librarians alike.

Consumer Information Catalog. Pueblo, Colorado: Consumer Information Center.

Annotated listing of booklets and pamphlets available from more than 30 federal agencies. Entries are listed by subject area. Materials are low cost; some are free. Catalog is published four times per year and is available from the Consumer Information Center, Pueblo, Colorado 81009. (It will also be available in some libraries.)

Coping Skills Materials: A List of Sources. Appalachian Adult Education Center, Morehead State University, Morehead, Kentucky 40351. Rev., 1974.

This list of sources is arranged according to coping skill categories such as aging, education, health, jobs, etc. Includes many related businesses, publishing houses, government organizations, and professional organizations. Although some information may no longer be current, the list provides many suggestions for sources of materials which ABE teachers or librarians can check for materials on specific subjects.

Sources of Reviews

In addition to the annotated bibliographies mentioned above, several journals and newsletters regularly publish reviews of new reader materials.

Booklist. Jan. 15, Apr. 15, July 15, and Oct. 15 issues.

In a column titled, "Adult Basic Education," Melissa Forinash Buckingham of the Reader Development Program reviews books for adult new readers.

The High Low Report. Riverhouse Publications.

This journal has recently gone out of print, but back issues are available in many libraries and possibly from the publisher. Issues contain a lead article and about twenty reviews. Emphasized materials for teenagers, but much information can be useful for adult new readers as well. Was published by Riverhouse Publications, 20 Waterside Plaza, New York, NY 10010.

Pivot: Newsletter of the Reader Development of the Free Library of Philadelphia. Bi-monthly except July and August.

Contains both articles on libraries and literacy and reviews of new reader materials. Available free upon request: Reader Development Program, The Free Library of Philadelphia, Logan Square, Philadelphia, PA 19103.

the written word. American Association of Advertising Agencies. Monthly.

This newsletter shares information on projects, activities, and publications, including reviews of materials, although reviews do not appear regularly. Available free upon request: AAAA Contact Center, P.O. Box 81826, Lincoln, NE 68501.

Writing New Materials for New Readers

Faced with few or inadequate materials for their students or patrons, many ABE programs, literacy programs, and libraries have embarked on projects to write new materials specifically for the audience they serve. The following publications offer guidelines for establishing writing groups.

Thinking is a Basic Skill: Creating Humanities Materials for the Adult New Reader. V. K. Lawson. Syracuse, N.Y.: Literacy Volunteers of America, 1981.

This handbook describes the procedures and activities necessary for any library or literacy group to initiate and carry out a project to write humanities materials for new readers. Includes instructions on training humanists to write for new readers, a time line for the project, sample forms, and many other helpful suggestions.

Instructor of Writing Handbook. Syracuse, N.Y.: New Readers Press, 1983.

This handbook offers instructions to trainers who teach volunteers and others how to write materials for new readers. Intended as a supplement to the Laubach materials, it emphasizes use of a controlled vocabulary correlated to the Laubach skill books.

Addresses of Publishers and Organizations

All the bibliographies listed above include lists of publishers for the materials reviewed. This shorter, selected list includes only those publishers known specifically for their adult new reader materials (most are mentioned

in Chapter III), and general publishers whose works, especially children's books, are adaptable for use with adult new readers (most are mentioned in Chapter II). Librarians and ABE personnel should write to these companies in order to receive current copies of their catalogs.

This list also contains the names and addresses of several organizations whose activities relate to some aspect of literacy, adult basic education, and/or libraries. Again, librarians and ABE staff should maintain contact with these agencies in order to receive their literature and announcements.

Publishers

Cambridge
The Adult Education Company
888 Seventh Ave.
New York, NY 10019

Children's Press (especially for the New True Book Series)
1224 W. Van Buren St.
Chicago, IL 60607

Harcourt, Brace, Jovanovich, Inc. (especially for juvenile biographies)
757 Third Ave.
New York, NY 10017

Janus Book Publishers
2501 Industrial Pkwy. West
Dept. H
Hayward, CA 94545

Lerner Publications Company
241 First Avenue North
Minneapolis, MN 55401

Longman, Inc.
19 West 44th St.
New York, NY 10036

McGraw-Hill Book Company
Adult Education Services
S1
Hightstown/Princeton Rd.
Hightstown, NJ 08520

New Readers Press
Box 131
Syracuse, NY 13210

Pitman Learning, Inc.
19 Davis Drive
Belmont, CA 94002

Scott, Foresman and Company
Lifelong Learning Division
1900 East Lake Ave.
Glenview, IL 60025

Steck-Vaughn Company
P.O. Box 2028
Austin, TX 78768

Franklin Watts, Inc.
Subsidiary of Grolier, Inc.
730 Fifth Ave.
New York, NY 10019

Organizations

Altrusa International, Inc.
District Five Governor
Maureen Welch
257 S. Main, Box 76
Caledonia, OH 43314

This organization of professional women has adopted literacy as one of the causes it wishes to support. Local chapters choose specific projects they wish to assist. Contact the address listed for names of members of any chapters in your area.

Center for Applied Linguistics
3520 Prospect St., N.W.
Washington, D.C. 20007

Free materials for refugees.

Coalition for Literacy
c/o American Library Association
50 East Huron St.
Chicago, IL 60611
Jean Coleman, Director
Office for Library Service to the Disadvantaged

This coalition includes representatives from literacy programs, libraries, education associations, and business. They serve as national advocates for literacy awareness and programs.

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19711

A professional association concerned with the teaching of reading at all levels.

Laubach Literacy Action
1320 Jamesville Ave.
Box 131
Syracuse, NY 13210

The national office of the Laubach Literacy programs. Sponsors training of tutor trainers and provides help in setting up local affiliate programs. Also functions as a national advocate for adult literacy.

Literacy Volunteers of America, Inc.
404 Oak St.
Syracuse, NY 13203

The national office of all Literacy Volunteers of American programs. Provides services to its members similar to those provided by Laubach Literacy. Differs from Laubach in the methods of teaching stressed. Whereas the Laubach method is highly structured and uses workbooks specifically designed to teach their method, LVA programs stress an eclectic approach to teaching using langua ge experience as well as commercially prepared materials.

Lutheran Church Women
2900 Queen Lane
Philadelphia, PA 19129

Produce materials for both adult new readers and literacy tutors and provide many support services for literacy programs.

Ohio Department of Education
Office of Adult and Community Education
65 S. Front St.
Columbus, OH 43215

This office administers grant projects to ABE programs across the state. Contact them for names of local ABE personnel and programs.

Ohio Library Association
Task Force for Services to Adult New Readers
40 S. Third St.
Columbus, OH 43215

The Task Force includes librarians from across the state engaged in literacy programs of various kinds. Members are happy to assist libraries wishing to establish literacy programs. New members are welcome to join. Contact OLA for names of Task Force members.

The State Library of Ohio
Department of Development
65 S. Front St.
Columbus, OH 43215

Provides consulting services for public libraries in Ohio. Also administers LSCA grant funds in Ohio. Contact the State Library for names of local libraries and librarians engaged in literacy-related programs.

APPENDIX

Classification Scheme for Adult New Reader Materials and Evaluation Forms for Adult New Reader Materials

Maintaining a separate record system for the materials in the ABE collection is one way to offer new readers and their teachers easier access to those materials. The following classification scheme and related evaluation form are presented as examples of one method of maintaining control of a new reader collection. This method uses book reviews as the records of the holdings in the ABE collection and files those reviews according to subject categories. One library that uses this system also shelves its books according to the major Learning, Leisure and Living categories. Individual libraries, working in conjunction with adult education programs, should develop record and classification systems that best suit their collections and their audience.

The evaluations reproduced here are sample reviews of one title from a special new reader collection and one title from the general collection considered suitable for new readers. The blank form is suitable for photoduplication. Please feel free to do so.

Classification Scheme for Adult New Readers Materials

Books in this collection are grouped in three major classifications: Learning which contains nonfiction materials, Leisure, and Living which contains workbooks and instructional materials. Within these three classifications, books are categorized according to subject to help you find books on particular topics of interest. The subject categories are:

LEARNING
- Art and Music
- Biography
- Entertainment (includes movies and TV)
- Geography (includes travel)
- Government
- History
- Religion (includes Bible stories)
- Science and Nature
- Society and Culture

LEISURE
- Crafts and Hobbies
- Fiction
- Humor
- Poetry
- Short Stories
- Sports and Games
- True Tales

LIVING (workbooks and other instructional materials)

A. Basic Skills
- Communication
- English
- Mathematics
- Reading
- Testing Materials (includes GED)
- Writing

B. Coping Skills
- Cars
- Community Resources
- Government
- Health
- Home and Family (includes cooking and child care)
- Jobs and Career Information
- Legal Rights and Responsibilities
- Money Management includes consumer information
- Understanding Self and Others

LIBRARY LEARNING CENTER MATERIALS REVIEW

CATEGORY: LEISURE FICTION

CALL NO.: 372.43 R361f-p

LOCATION: 21, 37, 41

TITLE: The Family from Vietnam

AUTHOR: Tana Reiff

PUBLISHER: Fearon-Pitman

SERIES: Pacemaker Life Times

DATE & ED: 1979

. . . . . .

BOOK xx (hardcover ____ paperback xx workbook ____ teacher's ed ____)

PAMPHLET ____ AUDIO-VISUAL ____ (tape ____ film strip ____ other ____)

. . . . . .

PRIMARY SUBJECT(S): Resettlement of a family of Vietnamese refugees

SPECIFIC SKILLS TAUGHT:

KNOWLEDGE AREAS COVERED: references to Vietnam War and subsequent history.

SPECIAL FEATURES: "Thinking It Over": a section of comprehension questions which follow each chapter.

READING LEVEL: High Beginning

SUITABILITY FOR ADULTS (theme, treatment, language, etc. Note appeal to any particular audience.)
Written for adults. Would be of particular interest to refugee families.

QUALITY OF ILLUSTRATIONS AND OTHER FEATURES
No illustrations. Text is set in short lines which are easy for a new reader to read.

PLOT/SUMMARY/ CRITICAL COMMENTS
The story of a Vietnamese family who become separated during the last hectic days before the fall of Saigon. Mother and two children eventually arrive at a refugee camp, and then live with sponsoring families. Through a Vietnamese newspaper, they are reunited with the father. A third child died early in their escape, but this fact is never explained nor are the emotions resulting from the death ever explained. Aside from this flaw, however, the story reads well and presents a variety of situations which could lead to interesting discussions.

RECOMMENDATION: A good choice for beginning readers, especially for any who have been or have known refugees.

REVIEWER: Marguerite C. Weibel DATE 10/17/83

LIBRARY LEARNING CENTER MATERIALS REVIEW

CATEGORY: LIVING
COPING SKILLS -
HOME & FAMILY

CALL NO.: 613.7
L66b

LOCATION:

TITLE: The Baby Exercise Book

AUTHOR: Dr. Janine Levy

SERIES:

PUBLISHER: Pantheon Books
Random House

DATE & ED: 1975, rev.

. . . . . .

BOOK xx (hardcover ____ paperback xx workbook ____ teacher's ed ____)

PAMPHLET ____ AUDIO-VISUAL ____ (tape ____ film strip ____ other ____)

. . . . . .

PRIMARY SUBJECT(S): Physical and emotional development of children

SPECIFIC SKILLS TAUGHT:

KNOWLEDGE AREAS COVERED:

SPECIAL FEATURES:

READING LEVEL: Advanced new reader

SUITABILITY FOR ADULTS (theme, treatment, language, etc. Note appeal to any particular audience.)
Written for adults

QUALITY OF ILLUSTRATIONS AND OTHER FEATURES
Excellent black and white photos and a few diagrams explain text.

PLOT/SUMMARY/ CRITICAL COMMENTS
A description of basic exercises to do with babies aged 0-15 mos. Pictures and descriptions of techniques are very clear. Introductory text is difficult, but the text accompanying the pictures is easy to understand. Pictures themselves are highly descriptive, even without text. Thus, although text is graded at advanced new reader level, this book can be used by beginning and intermediate readers with the assistance of a tutor.

RECOMMENDATION: An informative book for parents of young babies. Most new readers will need assistance to read the text, but pictures are highly descriptive.

REVIEWER: Marguerite C. Weibel DATE: 5/24/83

EVALUATION FORM FOR ADULT NEW READER MATERIALS

CATEGORY: (leisure reading, coping skills, etc.)

CALL NO.:

LOCATION: (special collection, adult non-fiction, vertical file, etc.)

TITLE: no. of p._____

AUTHOR: PUBLISHER:

SERIES: DATE & ED:

. . . . . .

BOOK_____ (hardcover_____paperback _____workbook_____teacher's ed_____)

PAMPHLET_____AUDIO-VISUAL_____(tape_____film strip_____other_____)

. . . . . .

PRIMARY SUBJECT(S):	READING LEVEL:	PLOT/SUMMARY/ CRITICAL COMMENTS
SPECIFIC SKILLS TAUGHT: (if any)	SUITABILITY FOR ADULTS (theme, treatment, language, etc. Note appeal to any particular audience.)	
KNOWLEDGE AREAS COVERED:		
SPECIAL FEATURES: (glossary, review questions, maps, etc.)	QUALITY OF ILLUSTRATIONS AND OTHER FEATURES (include any charts, graphs, etc.)	REVIEWER: DATE:

Developed by Marguerite Crowley Weibel, Public Library of Columbus and Franklin County.

You may tear out and copy

APPENDIX

SELECTED BIBLIOGRAPHY FROM THE GENERAL COLLECTION

The following selected bibliography suggests titles from the general collection that can be used with adult new readers. See Chapter II for additional discussion of the categories described. Remember that the specific titles are just suggestions and represent a small portion of the materials to be found in any public library's adult and juvenile collections. Even if your library does not have these particular works, it will have many similar books that can be used with adult new readers.

FROM THE ADULT COLLECTION

PHOTO DOCUMENTARIES

Examples:

Women at Work by Betty Medsger. Sheed and Ward, 1975.
Black and white photographs show women at work on all types of jobs ranging from the very traditional to the controversial.

The Family of Man created by Edward Steichen for the Museum of Modern Art. Photographs from 68 countries show men, women and children in various stages and activities of life. Pictures have no captions, but occasional poetic quotations enhance the evocative quality of the photos.

The Cincinnati Reds: A Pictorial History of Professional Baseball's Oldest Team by Ritter Collett. Virginia Beach, Virginia: Jordan-Powers Corp., 1976.
Black and white and color photos, some dating back to the original 1869 team, recount the history of the Reds through their world championship in 1975.

PICTURE BIOGRAPHIES

Examples:

Martin Luther King, Jr.: A Documentary.....Montgomery to Memphis. Edited by Flip Schulke with an introduction by Coretta Scott King.
Black and white photographs tell the story of King's leadership of the civil rights movement. Text includes many quotations from King's speeches and writings.

The Memories: JFK, 1961-1963 by Cecil Stoughton and Chester V. Clifton. New York: W. W. Norton & Co., 1973.
Black and white photographs by the official White House photographer recount many private as well as public moments of Kennedy's presidency. Captions describe photos and occasional text provides additional comment.

ART AND PHOTOGRAPHY BOOKS

Examples:

On Reading by Andre Kertesz. New York: Grossman Publishers, 1971.
Black and white photographs depict people reading all kinds of books and papers in an imaginative array of settings.

Commonplace by David Plowden. New York: E.P. Dutton, 1971.
Black and white photos illustrate small town America. Contains no text other than introduction.

Mary Cassatt: Paintings and Prints by Frank Getlein. New York: Abbeville Press, 1980.
Full-page reproductions of more than 50 of Cassatt's works are accompanied by a few paragraphs of critical commentary.

MUSIC BOOKS

Example:

The Folk Song Book by Richard Dyer-Bennet. New York: Simon and Schuster, 1971.
This is a collection of 50 traditional folksongs with guitar accompaniment.

HOW-TO BOOKS

Examples:

Child's Play by Susan Meilach Seligman and Dona Z. Meilach. Chicago: Contemporary Books, 1982.
Contains brief, illustrated descriptions of many simple games built around home activities that adults can play with children.

Step by Step Stitchery: A Complete Guide to the Craft of Stitchery by Shirley Sayles. New York: Golden Press, 1976.
This is one of several in a series of craft books, "Step by Step _____" which contain clear directions and illustrations.

Menus Around the World. New York: Mayflower Books, 1980.
This is one of the "Galley" series of basic cookbooks. Recipes are varied and interesting, but lists of ingredients and instructions are simple and easy to follow.

Softball Rules in Pictures by G. Jacobs McGrory. New York: Grosset & Dunlap, 1978.
Drawings and diagrams explain all the softball rules.

POETRY

Examples:

The Dream Keeper by Langston Hughes. New York. Alfred A. Knopf, 1932.
This selection of sixty works contains lyrical poems, rollicking songs, and poems that sing the blues. Most are just 8-12 lines long. Illustrations.

And Still I Rise by Maya Angelou. New York, Random House, 1978.
This collection of poems expresses the pain, beauty, disappointment, and hope experienced by a contemporary black woman.

Kicking the Leaves by Donald Hall. New York: Harper & Row, 1978.
Poems of reminiscence and insight inspired by autumn are contained in this volume. "Maple Syrup," "The Ox Cart Man," and "Kicking the Leaves" are particularly noteworthy for the beauty and simplicity of their language and thought.

LITERATURE

Examples:

Go Tell It On The Mountain by James Baldwin. New York: Dial Press, 1963.
This novel tells the story of three generations of black members of a Harlem fundamentalist church.

The Pearl by John Steinbeck. New York: Viking Press, 1945.
This short novel retells an old Mexican folk tale.

The Old Man and the Sea by Ernest Hemingway. New York: Charles Scribner's Sons, 1952.
This is the tale of an old fisherman, his proud struggle with the sea, and his relationship with a young boy.

HUMOR

Examples:

Unfortunately, She Was Also Wired for Sound by Gary Trudeau. New York: Holt, Rinehart, and Winston, 1981.
This is just one of many compilations of the popular Doonesbury series.

Happy Birthday, Charlie Brown by Lee Mendelson in association with Charles M. Shulz. New York: Random House, 1979. This is one of the many collections of the Peanuts comic strip.

GEOGRAPHY AND TRAVEL

Examples:

America An Aerial View. Photographs by James Doane. New York: Crescent Books, 1978.
Brief text accompanies color photos describing each state.

Washington: Portrait of the Capital by Mary Mitchell. Barre, Mass: Barre Publishers, 1972.
Limited text accompanies pictures of buildings and historic sites in Washington, D.C.

FROM THE JUVENILE COLLECTION

BIOGRAPHY

Dorothy Hamill by S.H. Burchard. New York: Harcourt, Brace, Jovanovitch, 1979.
This brief biography details the highlights of Hamill's skating career. It is one of the many books in the "Sports Star" series published by this company which can be read by high beginning and intermediate level new readers.

The Picture Life of Reggie Jackson by Bill Gutman. New York: Franklin Watts, 1978.
With black and white photos on each page and a brief text, this book tells the story of Jackson's career and rise to fame. The "Picture Life" series also includes books on other sports figures and popular musicians which can be read by high beginning and intermediate level new readers.

First Woman in Congress: Jeanette Rankin by Florence Meiman White. New York: Julian Messer, 1980.
A longer biography for advanced new readers and GED students, this work tells the story of Jeanette Rankin from her childhood in the Montana territory to her term in Congress and her leadership role in the women's and peace movements.

SCIENCE AND TECHNOLOGY

Examples:

Computers by Karen Jacobsen. Chicago: Children's Press, 1982.
This book traces the history of computing machines from the abacus to today's microcomputers. It is one of the "New True Book" series from this publisher, all of which features wonderful color photos, large type, glossary and index, and an informative text suitable for high beginning and intermediate level new readers.

Your Immune System by Alan E. Nourse, M.D. New York: Franklin Watts, 1982.
This book explains the workings of the human body's immune system and describes the historical development of research leading to today's knowledge and practices. Contains a glossary, an index, and a bibliography of additional reading. This is one of this publisher's "First Book" series that would be particularly good practice reading for students preparing for the GED.

HISTORY

Examples:

Hiroshima by R. Conrad Stein. Chicago: Children's Press.
This book is part of a series, "World at War." Each book focuses on a particular event or aspect of World War II and all are highly informative and thought-provoking. They can be read by new readers at the intermediate and high intermediate levels.

World War II by Louis Snyder. New York: Franklin Watts, Rev. Ed., 1981.
One of the "First Book" series from this publisher, it is an informative and thought-provoking book. Books in this series would provide good practice reading for students preparing for the social studies section of the GED.

POETRY

Examples:

Stopping By Woods on a Snowy Evening by Robert Frost; illustrated by Susan Jeffers. New York: E.P. Dutton, 1978.
This is a beautifully illustrated picture book version of Frost's well-known poem of winter.

The Ox-Cart Man by Donald Hall; illustrated by Barbara Cooney. New York: The Viking Press, 1979.
Illustrated in the manner of early American folk-art, this picture book tells a longer version of Hall's poem depicting the simplicity of life in nineteenth century New England.

You Come Too, Favorite Poems for Young Readers by Robert Frost; illustrated by Thomas Nason. New York: Holt, Rinehart, and Winston, 1959.
Although collected for an audience of young people, the poems and the illustrations in this anthology are all suitable for adult new readers.

PICTURE BOOKS

Examples:

Push Pull Empty Full by Tana Hoban. New York: Macmillan, 1972.
Beautiful black and white photos depict opposite concepts such as push-pull, dry-wet, etc.

Over, Under & Through by Tana Hoban. New York: Macmillan, 1973.
More black and white photos illustrate various prepositions.

BOOKS TO READ TO CHILDREN

Examples:

Chicken Soup with Rice by Maurice Sendak. New York: Scholastic Book Services, 1962.
Delightful nonsense rhymes describe each month of the year. Repetition of the rhyming scheme and verse pattern aid the new reader.

Goodnight Moon by Margaret Wise Brown.

A little rabbit bids goodnight in rhyme to all his favorite things. The second section repeats exactly all the names of things introduced in the first section.

The Toolbox by Anne & Harlow Rockwell. New York: Collier Books, 1971.
The contents of Father's toolbox are illustrated in pictures and words.

The Very Hungry Caterpillar by Eric Carle. New York: Puffin Books, 1970.
The caterpillar eats everything in sight. Repetition of phrases and clear illustrations combine to make this a very readable text.

That New Baby by Sara Bonnett Stein; illustrated by Dick Frank. New York: Walker & Co., 1974.
This is one title in the "Open Family" series of books written to be read by parents and children together. A text for parents and a text for children appear side by side along with illustrative black and white photos. This book discusses sibling rivalry and the adjustments that must be made when a new baby arrives. Other titles in the series discuss similarly sensitive topics.

RECORDS FROM THE AUDIO-VISUAL COLLECTION

Examples:

Immigrants: The American Dream Told By The Men and Women Who Lived It. Produced by Jules Victor Schwerin. New York: Caedmon Records, 1974.
This two-disk recording contains spoken accounts of the personal experiences of 25 immigrants who sought freedom and a better life in this country.

Great American Documents. New York: Columbia Records, 1976.
Readings of the Declaration of Independence, The Emancipation Proclamation, and selected parts of the Constitution are given by noted actors Helen Hayes, James Earl Jones, and Orson Welles.

Learning to Talk by Margaret Greene. New York: Folkways Records, 1963.
This record presents a discussion of the development of speech in babies and children, with many examples of actual infant babbling and the attempts at speech of children through the age of five. A printed copy of the complete text accompanies the record.

FROM THE VERTICAL FILE

Examples:

Learning Games for Infants and Toddlers by Dr. J. Ronald Lally and Dr. Ira J. Gordon. Syracuse: New Readers Press, 1977.
This booklet describes simple learning games to play with children from infancy to age two years.

Be Informed on Nutrition. Syracuse: New Readers Press, 1973.
This is one of several titles in "The Be Informed Series." The booklet covers its topic in considerable detail and provides both useful and interesting information. Review exercises are included at the end.

Food Is More Than Just Something to Eat. Washington, D.C.: U.S. Department of Agriculture Home and Garden Bulletin No. 216.
This humorously illustrated booklet provides much useful information about nutrition. Like a number of similar government publications, it is written at a reading level accessible to high intermediate or advanced new readers.

Aid to Families with Dependent Children, a chartbook. Washington, D.C.: U.S. Department of Health, Education, and Welfare.
Using colorful, simple graphs and a minimum of text, this booklet explains the basic facts of this form of welfare. With appropriate assistance, even beginning readers can understand the illustrations.

APPENDIX

BIBLIOGRAPHY OF SUGGESTED READINGS

Brown, Cynthia. **Literacy in 30 Hours: Paulo Friere's Process in North East Brazil.** London: Writers and Readers Publishing Cooperative, 1975.

A description of Freire's teaching method which selects powerful words and phrases from the learner's economic and social culture to serve as the basic elements of instruction. Includes suggestions for adapting the method to American programs.

Cook, Wanda Dauksza. **Adult Literacy Education in the United States.** Newark, De: International Reading Association, 1977.

A summary history of adult literacy education in this country since 1900. Includes information on Americanization programs, and on the social climate and legislation that affected programs, methods, and materials.

Drexel Library Quarterly. "The Public Library and Adult Basic Education." V. 14, no. 4, Oct. 1978.

This issue covers several aspects of the issue of libraries and literacy including the history of library involvement, selecting materials, and organizing collections.

Eberle, Anne, and Robinson, Sandra. **The Adult Illiterate Speaks Out: Personal Perspectives on Learning to Read and Write.** Washington, D.C.: National Institute of Education, September, 1980.

Contains interviews with illiterate and formerly illiterate adults in the State Adult Basic Education Program of Vermont. Important reading for anyone wishing to understand adult illiterates.

Eyster, George W. **Recruiting Disadvantaged Adults.** Morehead, Kentucky: Appalachian Adult Education Center, 1975.

Discusses the characteristics of the four service groups identified among the disadvantaged and provides many concrete suggestions for recruitment.

Hunter, Carman St. John and Harman, David. **Adult Illiteracy in the United States.** New York: McGraw-Hill, 1979.

Perhaps the most comprehensive and often quoted reserach study on adult illiteracy. Describes characteristics of the illiterate, discusses programs currently in existence, and makes many recommendations - some quite controversial - about what should be done to fight illiteracy.

Johnson, Laura S., ed. **Reading and the Adult Learner.** Newark, DE: International Reading Association, 1980.

A collection of IRA convention and journal articles examining both the theories and practices of adult reading programs.

Kohl, Herbert. **Reading How To.** New York: Bantam Books, 1973.

A good description of unstructured and experience-based methods of teaching reading.

Kozol, Jonathan. **Prisoners of Silence**. New York: Continuum, 1980.

Presents specific suggestions for developing nationwide networks of volunteers and educators who would seek out and teach adult illiterates. Adapted in part from the successful Cuban literacy campaign, this proposal would offer a significant alternative to current programs and would have the potential, according to the author, of reaching a much greater number of those in need of tutoring.

Lyman, Helen Huguenor. **Library Materials in Service to the Adult New Reader**. Chicago: American Library Association, 1973.

This is the final report of a comprehensive study of the social, economic, and educational characteristics of ABE students and the adult new reader population. It examines in detail a wide range of materials that ABE students read or might like to read.

Lyman, Helen Huguenor. **Literacy and the Nation's Libraries**. Chicago: American Library Association, 1977.

Written primarily for librarians, this book discusses the problem of illiteracy and the role that libraries can play in eliminating it. Contains many specific suggestions for developing literacy programs and establishing contact with other agencies.

Lyman, Helen Huguenor. **Reading and the Adult New Reader**. Chicago: American Library Association, 1976.

This is a review of the process of reading and the beliefs, attitudes and values that affect the ABE and new reader population. Also examines questions of evaluating materials and building new reader collections.

Northcutt, Norval, et.al. **Adult Functional Cmpetency: A Summary**. Austin, Tx: University of Texas at Austin, 1975

A summary of the Adult Performance Level Project conducted at the University of Texas to determine specific competencies needed to function successfully in today's society. Findings have been widely quoted and have greatly influenced ABE programs.

Rawles, Beverly. **Deposit Collections for Disadvantaged Adults**. Morehead, Kentucky: Appalachian Adult Education Center, 1974.

Offers a rationale for deposit collections and provides specific suggestions for initiating and maintaining one.

Rawles, Beverly. **Materials Selection for Disadvantaged Adults**. Morehead, Kentucky: Appalachian Adult Education Center, 1974.

Selected bibliography of popular titles suggests many works that can be found in the library's general collection.

Schmidt, Susan K. **Using Pamphlets with Disadvantaged Adults**. Morehead, Kentucky: Appalachian Adult Education Center, 1974.

Suggestions for finding, displaying, and distributing pamphlets.

Schmidt, Susan K. **Utilizing Volunteers in Expanding Library Services to Disadvantaged Adults**. Morehead, Kentucky: Appalachian Adult Education Center, 1974.

Suggesting for recruiting, training, and supervising volunteer programs in the library.

Stauffer, Russell G. **The Language-Experience Approach to the Teaching of Reading**. New York: Harper and Row, 1970

A thorough description of this technique as well as a discussion of the specific skills necessary for reading.

Weibel, Marguerite Crowley, "Use the Public Library with Adult Literacy Students." **Journal of Reading**, Vol. 27, No. 1 (Oct., 1983), 62-65.

Suggest ways of using the library's general collection with adult new readers.

Comments, suggestions, and criticisms of this handbook would be greatly appreciated. If you have any comments or questions, please send them to:

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NOTES:

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